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ABSTRACT

Written for families with adolescent children, this handbook provides information about adolescent development and about the new ways family members relate to each other when children become adolescents. The handbook discusses the physical, social, and intellectual changes that young people experience, describing how parents can respond to some of the changing needs of young adolescents. Finally, the handbook describes additional resources which offer information about adolescent development, raising adolescents, and strengthening family life. A list of signs of emotional disturbance in adolescents and guidelines for communicating and negotiating with and listening to adolescents are included. Information resources for parents are annotated and coded according to three categories of appropriateness: for parents of children of all ages, for parents of young adolescents, and for parents of younger and older adolescents. (Author/BH)

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EARLY ADOLESCENCE
What Parents Need to Know

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Cartoons are from the "Living with your teenager" series by Judith O. Hooper, Family Life Specialist, University of Wisconsin-Extension.

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Preface

This handbook is written for families with adolescent children. The handbook provides information about adolescent development and about the new ways members of families with adolescent children relate to each other. Just as individuals experience changes throughout the life cycle, so do families. When parents and teenagers can anticipate the special changes that occur during early adolescence and mid-life, they will come closer to being mutually supportive.

In January 1981, the Center for Early Adolescence at the University of North Carolina in Chapel Hill received a grant from the Lilly Endowment to survey research and programs concerning early adolescence and religion. The goal of the project is to help religious institutions serve young adolescents and their families by helping them to:

1. learn more about the early adolescent age group, and
2. plan more creatively and responsively for young adolescents in the after-school hours.

The Center for Early Adolescence is grateful to the Lilly Endowment for supporting the development of this handbook as a part of the Early Adolescence and Religion project.

Acknowledgments

Ideas about what parents need to know are influenced by what others tell us of their experiences, our own experiences as adolescents, and our experiences as parents of adolescents. Thus, handbooks about adolescence that are written for parents need suggestions and criticism from readers with diverse backgrounds. This handbook is not an exception. It represents several months of lively collaboration among Center staff members, most of whom read and commented upon drafts at several stages in its development.

The entire manuscript was skillfully edited by Leah Lefstein, the Center's associate director, who brought to this task her special interest in families with adolescents, her acute awareness of parents' concerns, and her experiences as a parent of three adolescents. Her sensitivity to the implications of certain lines of thought for families with maturing children measurably improved the quality of the manuscript.

The Center's director, Joan Lipsitz, sharpened the focus of early drafts of the manuscript with suggestions and criticisms derived from her experiences with varied groups of parents. In addition to her helpful comments, Gayle Dorman's training syllabus, "Parenting Early Adolescents," provided a valuable conceptual foundation for the handbook.

Vicky Crosson and David Sheaves of the Center's Information Services Division thoughtfully reviewed and annotated the books and articles recommended for parents. Lita Kirschbrown supervised design and production of the finished handbook and shared with Dorrie Casey the responsibility for publicity. Suzanne Rucker, the Center's administrative assistant, with Ernie Quade and Ruth Thomas, masterfully typed drafts and revisions of the manuscript.

Judith O. Hooper, of the University of Wisconsin-Extension, generously permitted the Center to use her cartoons from the "Living with your teenager" series.

The handbook was reviewed outside the Center as well. Alan Cross, M.D., provided helpful suggestions for conveying information about puberty in a way that would be meaningful for parents.

Eileen Abramson, Elaine Renegar, and Sandy and Neal Weakly read the handbook and made valuable observations based on their experiences as parents of teenagers. We are particularly grateful for their time, their interest in the handbook, and the special perspective on parenting young adolescents they brought to our work.

Introduction

"If I were born with all of my knowledge at my birth, I would have said to my parents something like this: As I grow, push but do not shove; talk, but do not scream; teach, but do not lecture; hold me, but do not pull me; guide, but do not take my place; and lastly love me without measure."

15-year-old boy
Confirmation class
Durham, North Carolina[1]

Anyone who is raising a teenager or who is working with this age group can describe the excitement, frustration, and challenge involved in guiding young people from childhood to adolescence. Early adolescence, the years between 10 and 15, is a critical period in human development. It is a time when many young people begin to change in appearance, to develop a sense of their own identity, and to think about their friends, family, and future in different ways.

Most parents want to raise children who will become confident, competent, mature adults. Parents also want their relationships with their children to endure, and to reflect trust, love, and commitment. However, with the approach of adolescence, parents often worry about the changes in their relationships with their children. Parents not only want more information about what these changes mean, but also about how to respond to them. Many parents want more information about how to talk to their adolescents, how to be good role models for them, and how to handle some of the dramatic changes that begin to occur during this time of life. Some parents worry about other teenagers' behavior, fearing drugs, sex, and alcohol, but they are unsure about how to discuss their fears and concerns with their adolescent children.

The relationships adolescents have with their families affect their growth and development in crucial ways. Families can help their children mature by understanding how they will change in adolescence and by responding supportively to those changes. Many parents fear that in adolescence their children will turn away from family religious, moral, and ethical values. However, according to recent research, popular fears about adolescent rebellion or a generation gap are unfounded. For ex-

ample, most of the adolescents in a recent study reported feeling close to their parents and thought their parents were proud of them.[2] These young people said their good feelings toward their parents had not changed as they grew older, nor did they think their feelings would change in the future. Parents were seen as people who could be counted on, as people who were reasonable and patient, and as people who allowed their teenage children to have a voice in family decisions.

Similarly, another study revealed that most young girls named their mothers as the person they felt closest to among all adults.[3] The mothers were positive role models—people they deeply admired and respected, women to whom they felt very close and shared a deep understanding.

Adolescence and Mid-Life

As we have learned more about how children grow and mature, so we have gained more information about adult development. We now understand more clearly that parents, like their adolescent children, experience periods of growth and change. Parents are individuals apart from their roles as fathers or mothers. They have concerns apart from their relationships to their children. Mid-life is a time when most adults reconsider themselves in light of their life experiences. This self-questioning is as normal and unavoidable as are the feelings of adolescents about their own development.

Many mid-life parents feel that the time, attention, and financial resources they give to others is greater than what they receive in return. Their adolescent children are struggling for increasing independence while their own parents, once autonomous, are moving into positions of increasing dependence.

Middle-aged adults experience aging in different ways. Most begin to notice changes in their physical appearance or their stamina. Others may begin to sense the boundaries of their occupational successes and personal dreams. Often, between their mid-thirties and early fifties, adults realize that they will never achieve the level of education, income, or professional success that they had wanted. Perhaps, too, they may feel that their family life is not as satisfying as they had imagined it would be. Thus, parents of adolescents are facing their personal limitations at the same time that their children are beginning to become strong and independent enough to dream of a life on their own. Yet, parents are expected to respond with support and sensitivity to their children's broadening opportunities.

The interaction between adolescent children and middle-aged parents raises unique challenges. The potential for stress and conflict is present, but so is the promise of growth through mutual acceptance.

The purpose of this handbook then, is to help parents understand the changes in their children's lives. The handbook discusses the physical, social, and intellectual changes that young people experience, then describes how parents can respond to some of the changing needs of young adolescents. Finally, the handbook describes additional resources that offer information about adolescent development, raising adolescents, and strengthening family life.

Adolescent Development

Adolescent growth and development can be divided into three main areas: 1) physical, 2) intellectual, and 3) social. In any given adolescent, growth in all three of these areas is occurring at the same time and in a somewhat predictable sequence. But when the growth begins and how quickly it is completed varies greatly from one individual to another. Similarly, individual variation is seen among the different areas of development; for example, adolescents showing early physical development do not always demonstrate early intellectual or social development. Although each of these areas will be considered separately, it is important to remember that progress or problems in one area can influence growth and development in other areas.

Physical Development

The physical growth that begins in early adolescence is more rapid than growth at any other time since infancy. Changes in physical appearance are among the most striking aspects of adolescent development. The changes that occur during puberty not only alter the way that adolescents look at the world around them, but also the way the world responds to them. For example, adults often have higher expectations of a 13-year-old boy who is taller, whose shoulders are broader, or whose voice is deeper than a boy of the same age who looks less mature. Yet physical maturity in itself does not guarantee intellectual or social maturity.

Table I outlines the sequence of events of puberty in the female. The table indicates the average age that each of these events occurs as well as the normal range for onset. For example, the beginning of breast development may come as early as age 8¾ or as late as age 13¼ and still be perfectly normal. At age 11¼, approximately half of all girls will have begun their breast development. The appearance of pubic hair almost coincides with the onset of breast development. In fact, in 15 percent of girls, pubic hair will precede the beginning of breast development.

The third event of puberty in the female is the rapid increase in height. By age 12, 50 percent of girls will have reached the stage where they are growing most rapidly, but the growth spurt may occur as early as age 10½ or as late as age 14½. Almost all girls reach their final height two years after their menstrual periods have begun.

Menstruation is the fourth event of puberty in girls. Some girls may have their first menstrual period before their eleventh birthday. By age 12¾, 50 percent of girls have begun to menstruate; almost all girls have started their periods by age 15½. When menstruation occurs, most girls are physically capable of becoming pregnant.

The final event of puberty is regular ovulation. For the first year or two after the onset of menstrual periods, the ovaries may not release an egg each month, resulting in irregular menstrual periods. The regular adult cycle of menstrual periods may not be established until two years after the first period.

Table 2 outlines the sequence of events of puberty in boys. Most boys believe that pubic hair is the first sign of puberty, but in fact enlargement of the testes almost always precedes the appearance of pubic hair. This enlargement may occur as early as 9½ years or as late as 13½. One half of all boys have experienced testicular growth by their twelfth birthday. Generally within six months the second event of puberty, growth of the penis, occurs. Fifty percent of boys show signs of penis growth before age 12¼. On the average, pubic hair growth begins slightly later than the growth of the penis; however, for some boys, a year or two may pass between the beginning of growth of the testes and the appearance of pubic hair. These boys are often concerned because they feel that the absence of pubic hair means that they have not begun to develop when, in fact, they are well on their way. In contrast to this information about average ages when genital growth occurs, it is difficult to know when boys produce mature sperm cells. This seems to occur around one year after the testes begin to grow.

About a year after they enter puberty, boys begin to grow taller and broader quite rapidly, continuing for about two years. On the average, boys reach full height approximately four years after entering puberty. Greater height causes only one of several changes in boys' appearance during puberty. Other important changes include facial hair growth and deepened vocal pitch, which tend to occur after the most rapid growth in height.

As a result of sexual maturation, teenagers experience many skin changes. The face and scalp become oilier, requiring more frequent bathing and shampooing. Increasing body odor—a result of sweat glands developing at this time—also causes concern about body cleanliness and appearance. Despite their most diligent efforts, some teenagers may find acne and body odor difficult, if not impossible, to control. As the two tables indicate, there is considerable variation in the timing of pubertal development. In general, adolescents who enter puberty at an early age will also go through the events of puberty more rapidly. Those adolescents who begin their development at a later age will have a more drawn-out period of development.

The most striking difference between puberty in girls and puberty in boys is related to the time of the most rapid increase in height. Although girls begin their sexual development only slightly earlier than boys, they begin the period of rapid growth in height considerably earlier than boys—an average two years earlier. However, girls do not grow as much as boys do. Some boys will grow more than six inches in a single year.

TABLE I
The Events of Puberty in Girls

		Normal Range of Onset	
	Average Age	*Earliest Age*	*Latest Age*
1. Beginning of breast development	11¼ yrs.	8¾ yrs.	13¼ yrs.
2. Appearance of pubic hair	11½ yrs.	9 yrs.	13½ yrs.
3. Beginning of most rapid growth in height	12 yrs.	10½ yrs.	14½ yrs.
4. First menstrual period	12¾ yrs.*	10¾ yrs.	15½ yrs.

TABLE II
The Events of Puberty in Boys

		Normal Range of Onset	
	Average Age	*Earliest Age*	*Latest Age*
1. Beginning of enlargement of testes (become greater than 1 inch long)	12 yrs.	9½ yrs.	13½ yrs.
2. Growth of the penis	12¼ yrs.	10 yrs.	14 yrs.
3. Appearance of pubic hair	12½ yrs.	9½ yrs.	14 yrs.
4. Beginning of most rapid growth in height	14 yrs.	11½ yrs.	16 yrs.

These tables are based on "Growth and Development Record," printed and distributed by Creaseys Ltd., Castlemead, Hertford, England SG14 1LH; and Tanner, J.M., *Growth At Adolescence*, ed. 2. Oxford, England: Blackwell Scientific Publications, 1962.

*There is some evidence to indicate that menarche begins six months earlier for American girls.

Not surprisingly, many adolescents have difficulty adjusting to the changes that occur within their bodies. Their intense awareness of others their age makes them very sensitive to minor variations in their own development. Knowing that they are in fact normal is very important to young people at this time of life.

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Intellectual Development

Before adolescence, children's thinking is tied to immediate reality—to their own personal experiences. This is referred to as concrete thinking. During early adolescence, many young people begin to be able to think beyond the limits of what they have actually experienced. In other words, they can think hypothetically or abstractly. This new capacity for abstract thinking means that some young people begin to imagine what their future might be, where they will live, what they will do, whom they will marry.

It is during adolescence, then, that the pleasure of dealing with abstract ideas like "fairness" or "justice" begins to unfold. However, because new thinking skills are just emerging, a young adolescent may show the ability to reason abstractly in some areas, but not in others. For example, a young adolescent may be able to appreciate a complex scientific hypothesis but be unable to grasp the symbolic meaning of a poem. Similarly, adolescents may understand what they have learned about preventing sickness in a health class, yet they may be unable to apply what they have learned to their own behavior.

The changes in thinking that begin to occur during early adolescence affect relationships with family and friends. Young people often appear quite self-absorbed by their experiences, their appearance, and their behavior. They imagine themselves to be a center of attention, surrounded by an "imaginary audience" that passes judgment on appearance, actions, and behaviors.[4] The phrase "imaginary audience" is wonderfully descriptive. It is an audience because adolescents assume that all ears and eyes are focused upon them. It is imaginary because they imagine other people to be as interested in their behavior as they themselves are—which is seldom the case. Many parents worry that they may have made their teenagers too self-conscious and self-centered; in truth, however, this self-absorption is a normal and natural reaction to the many changes of adolescence.

Similarly, adolescents' sense of themselves as unique or special has been described as "the personal fable," which refers to the stories that young people invent about themselves.[5] These stories emphasize their individuality, worth, and, not infrequently, their loneliness. The personal fable finds expression in such statements as "No one understands how I feel" or "I can't talk to anybody." The personal fable may also result in feelings of invulnerability and dangerous risk-taking by the adolescent who believes, "Other girls get pregnant, but it won't happen to me" or "Other people die, but I am immortal." In other words, many adolescents think they are immune to the consequences of their actions. The personal fable is valuable, however, for its ability to comfort teenagers during times of stress and conflict. It reinforces the idea that the adolescent has special value as a human being.

Both the imaginary audience and the personal fable illustrate the effect of new thinking abilities on adolescent behavior. As adolescents mature, their ability to distinguish between their thoughts and the thoughts of others improves. Most older adolescents begin to realize that they in fact have many feelings in common with other people and that they are indeed vulnerable to harm.

ALL THE KIDS HAVE ONE.

Social Development

Most parents recognize that friends become especially important to their children during early adolescence. Friends meet some of the emotional needs that previously were met only by parents. They assume a special role because they offer security and acceptance during times of uneasiness.

Many adolescents feel unsure of themselves and need to sort out the many changes they are experiencing. They need to spend time with others their own age. Conformity to their friends' taste in clothes, music, and even slang expressions creates a feeling of being accepted as part of a group. That acceptance—at a time when rapid changes shake self-confidence—helps young people feel good about themselves. During adolescence, too, friendships with members of both the same and the opposite sex begin to serve as models for adult social relationships.

The intensity with which adolescents insist on being like their friends is frequently at the heart of parent-adolescent conflict. But adolescents actually do remain close to their parents' values while struggling for the autonomy to make some choices. Also, adolescents' desires for increasing independence do not occur in every area all at once. They continue to need adult guidance and help in setting limits.

Although it can be painful for both adolescents and parents, some criticism of parents and parental values is necessary. It is one way that young people begin to achieve independence. In fact, were family ties not strong, teenagers probably would not test and examine parental beliefs with such intensity. The challenging questions children ask during this time of life sometimes take parents by surprise. Questions such as "Why does God allow poverty and war?" can be upsetting for parents but are normal and appropriate. These concerns are not intended to offend parents; rather, they are part of adolescents' broadening world view, as well as their ability to think abstractly. More than answers, most young people want to know that their parents will listen to them. Young people also appreciate their parents' attempts to respond to their concerns. They want to be reassured that it is frustrating not always to have answers. Many questions are as difficult for young people to ask as they are for parents to answer.

In searching for answers, young adolescents may seek the company of adults other than their parents. These other adults—who often serve as models or mentors—can offer another perspective. Although these other adults may appear to take over the parental role, in fact, they do not. Other adults are chosen and become important precisely because they are different. Although adolescents continue to want and need their parents' love, limit-setting, insights, opinions, and support, they need increasing opportunities to find their own way. These new relationships, often with teachers and advisors, are an important part of adolescent social development.

"OH DAD, I CAN TAKE CARE OF MYSELF!!!"
THE NEWS
ACCIDENTS
OVERDOSE
PREGNANCY

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When Parents Need to Worry

Recent studies of adolescents show that the emotional problems often associated with the age group have been exaggerated. In fact, 80 percent of all adolescents continue to grow and mature without serious problems. Of that 80 percent, about one-quarter experience continuous, serene development; 35 percent experience development marked by surging starts and stops, childishness one day and adult behavior the next; about one-fifth develop in a turbulent manner that is not abnormal; and about one-fifth do not fit into any subgroups but their tendency is toward continuous development.[6] Serious disturbance, evident only in about 20 percent of all adolescents, rarely appears for the first time in adolescence.

Some adolescent behavior, while irritating or worrisome to parents, is not dangerous for the teenager. Other behavior, however, if intense and persistent, can be a sign of deeper and more severe problems with serious consequences for the teenager's well being. Most families need professional help to deal with these problems. The following are signs of emotional disturbance in adolescents:

1. The adolescent is withdrawn for long periods of time and shows no interest in others.
2. The adolescent has no friends of the same age and is not integrated into a peer group.
3. The adolescent is docile, never acts independently, never initiates activity.
4. The adolescent continually runs away from home or school.
5. The adolescent frequently gets into fights and physically abuses others.
6. The adolescent engages in indiscriminate sexual activity with a number of partners.
7. The adolescent is often drunk or under the influence of drugs.
8. The adolescent loses a dangerous amount of weight out of excessive concern for appearance.[7]

A young person who exhibits these behaviors will not stop or change as a result of lectures, stricter rules, or punishment. Professional help may be necessary.

Religion

Involvement with religious institutions can be an important part of adolescent social and emotional growth. First, young adolescents are developing a way of looking at the world that enables them to reflect on their past experiences at the same time that they are thinking and planning for the future. Organized religion identifies and affirms an attitude toward life that adolescents can use to guide some of their actions and decisions. A church or synagogue, and concerned clergy and lay workers, can help teenagers examine their religious and philosophical beliefs. Young adolescents need these opportunities as they begin to define themselves as spiritual and moral human beings.

Participation in religious traditions provides an important outlet for the curiosity, idealism, and desire for accomplishment that is characteristic of young adolescents. In many churches and synagogues, for example, young adolescents assume responsibility for helping with weekly religious services, mission work, and community service. Religious affiliation can offer opportunities for understanding and mastering the meaning behind ritual observances and religious beliefs.

Adolescence has been referred to as the "age of commitment"—a time of moving into true interdependence with other human beings.[8] Commitment includes reaching out toward other people, ideas, beliefs, causes, and work choices. Feelings of achievement and commitment frequently follow the period of study surrounding ceremonies such as Confirmation or Bar or Bat Mitzvah. As young adolescents begin to sense a purpose in their lives, religious leaders and institutions can offer a place where they can make such commitments.

In other words, religious institutions can offer an environment where adolescents can actively participate in some of the decision making that affects their lives, where they can establish a sense of belonging, where they can experience and try on different roles, where they can discover themselves by looking outward as well as inward, where they can formulate their own values, and where they can cultivate a capacity to enjoy life.[9]

Responding to the Changes of Early Adolescence

Changing Views of Parents' Authority

The relationship between parents and their teenage children can be positive and satisfying, but only if that relationship has been altered in response to teenagers' changing needs and abilities. Parents must adjust to changes in their teenagers' physical appearance, and in the amount and kind of privacy their teenagers need.[10] Such adjustments rarely occur overnight, because, like their children, parents also need time to absorb rapid changes.

Parents also need time to adapt to the intellectual changes occurring during adolescence. The increasing ability of adolescents to reason and to think in complex ways means that families must modify the way they make decisions, particularly those decisions directly affecting adolescents. Many adolescents feel they ought to have a greater role in family decision making. They may no longer unquestioningly accept parents' words as final.

As young adolescents change their views of parents' authority, conflicts over rules and limits are common. Conflicts about chores, money, dress, and grades are not at all unusual, too. Such differences between parents and their teenage children can be viewed as a positive sign of growth, particularly when issues are faced honestly, when changing needs are recognized, and when the resolution of differences meets the needs of both adolescents and parents.

The ways in which parents exercise their authority with a young child are different from those that are appropriate for young adolescents. The physical strength of parents, their size, their experience, and their control over things children want give them considerable power over younger children. But as children approach adolescence, power based on strength and control will no longer sustain parental authority. With their increased ability to think more abstractly, adolescents can effectively argue about parents' rules and expectations. Further, many adolescents cannot be forced physically to obey their parents.

In many respects, adolescents' expanded intellectual abilities make it easier for parents to talk and reason with them. Adolescents want parents to share the reasoning behind some of their decisions. Parents need not give up their parental role, but the role becomes one that is more suited to helping young people mature. Adolescents need to argue in order to develop their own position more clearly. Although

OH MOTHER,
EVERYONE
DRESSES LIKE THIS.

long debates can be frustrating for parents, knowing how to reason effectively is an important skill for adolescents to develop. Spirited give and take within the home, if accompanied by mutual respect and warmth, teaches adolescents how to communicate their feelings and needs.[11] Further, adolescents' arguments usually offer parents an opportunity to learn not only what adolescents want, but how they feel about what they want. The following pages will describe ways in which parents can communicate more effectively with their adolescent children.

Communicating with Young Adolescents

Communicating with young adolescents involves more than talking and responding to what is said. It requires the patience and motivation to try to understand the feelings beneath what they say and do. Teenagers convey feelings through their mannerisms, gestures, appearance, and tone of voice. In fact, most behavior is a statement about feelings. But sometimes it is difficult to understand how adolescents feel by looking at what they do.

Many parents are exasperated by their teenage children's behavior and attitudes, particularly if they feel their children are not using good judgment. But irritation at teenage behavior often disappears once parents can understand the underlying reasons and feelings.

When parents listen to their children carefully and with an open mind—without judging or criticizing—they can learn a lot about behavior. Often, what parents thought were major problems evaporate as soon as they can understand how their teenagers feel. For example, a young girl whose breasts are just beginning to grow may refuse for a time to wear knit blouses, because she feels self-conscious about others noticing her breast development. Most parents, seeing an expensive item of clothing hanging untouched in a closet, would feel irritated at the money wasted; few parents would object, however, once they understood the self-consciousness that prompted the behavior.

Careful listening often prevents conflict by helping parents and children understand each other. Occasionally, however, problems arise despite mutual good will and understanding of feelings. Such conflicts usually have to do with behavior that parents find themselves unable to tolerate, even though they may understand and even accept the feelings behind it. For example, while a parent may understand a child's desire to play records at a deafening decibel level, that behavior may be unacceptable to the rest of the family, who value both tranquility and their ability to hear. Something must be done to resolve the conflict between the parent's need for quiet and the young person's need for loud music.

When parents and teenagers cannot resolve such a conflict simply by listening to each other, they may have to negotiate a solution to their problem. The result of such a negotiation may be a contract, jointly forged, that temporarily binds both parent and child to actions that will solve the problem.

Parents who communicate well are able to support their teenagers' gradually developing ability to make decisions and to weigh the consequences of their actions. Such parents see their children's willingness to disagree as a sign of healthy growth, in the same way that they delighted in their toddlers' first faltering steps. Like their

NOBODY
UNDERSTANDS!!

adolescents, though, parents, too, may need to sharpen the skills that are described on the following pages: listening, negotiating, and making contracts.

Being a Good Listener

Effective listening involves hearing what is said, observing what is done, and trying to understand another's point of view. Many people listen for content, trying to respond to the meaning of the words spoken, rather than to feelings revealed in the tone of voice or the physical expression that accompanies the words. But a shrug of the shoulders, a quick grin, or a choked sob may be far more important clues to how a young person feels than mere words.

Sometimes a parent is called upon to "listen" to a message that is unspoken. For example, many parents of teenagers report that their children often retreat to their bedrooms for lengthy periods of time. When adolescents withdraw in this manner, does their behavior mean that they want more privacy, that they are angry, that they are worried, or that they simply need the time for reflection? It is impossible to understand such behavior without viewing the withdrawal in relation to what was said and done, and how the young person felt. Did the teenager stomp into the bedroom, slamming the door shut? Was there an angry argument with a sibling or a good friend? Had there been some mention of a letter that had to be written, a book read, or a new record listened to? Usually, withdrawal to a room means that the teenager wants privacy, but parents can have better insight into such behavior when they have listened effectively, paying attention to clues.

Because teenagers are protective of their privacy, many do not respond to straightforward questions such as "What is wrong?" or "Are you upset?" Questions that seem to demand an answer are likely to sound too much like prying to a sensitive teenager with shaky self-esteem. Instead, phrases such as "You're looking sad" or "Do you feel like talking?" open the way for young people to share their feelings.

The young girl who, feeling self-conscious, refuses to wear knit clothing, may say,

> "I *hate* that blouse! It's ugly!"

How, then, is a parent to find out why she hates today the apparel she adored a short time before? Certainly, responding with *name-calling* or *criticism*:

> "Don't be ridiculous. You loved the shirt when we bought it, and you are going to wear it!"

won't do the trick; neither will *lecturing*:

> "Children in Southeast Asia are starving to death, and you refuse to wear a brand new blouse!"

In either case, the parent's comment forecloses further discussion, setting up a conflict between what the child needs and what the parent insists upon. And foreclosure ends the possibility of the parent learning anything that will further aid understanding. Alternatively, the parent might choose to:

- *ignore the fact* that the blouse is not worn,
- *say something nonjudgmental*, like "Say, I haven't seen that green blouse lately," or
- *express the parent's own concerns*: "I can't afford to buy very many new blouses for you this year, so I wonder why you don't wear the green one."

It is important for parents to remember that teenagers also have the right not to talk about their feelings. Learning to manage one's own feelings and problems is, after all, a part of growing up. Good listening thus conveys a desire to understand more; it is not mind reading. Even if parents' efforts to understand behavior are unsuccessful, they still have shown that they care. Such open-ended attempts, inviting and encouraging communication, heighten chances that teenagers will share their concerns with parents at another time, if not at the moment.

When teenagers feel that their parents are trying to understand their point of view, they are much more likely to express their concerns. And when parents can accept their offspring's ideas without judging or lecturing, they not only open the door for continued communication, but they also help to build their children's self-esteem and confidence. Nonetheless, although responding to feelings helps to improve communication and strengthens the bond between parents and children, it does not solve every problem. In some situations, parents can do little more than state firmly their own feelings and expectations, while continuing to set examples by their own behavior. However, when reasonable expectations are not met, parents and teenagers can often negotiate an appropriate solution to their problem.

Negotiating with Adolescents

While they should listen and respond to their children's needs, parents should also set limits based on their experience and judgment. Negotiating with teenagers is a way to set limits and find solutions that are acceptable to both parents and children. When teenagers and their parents negotiate, they try together to resolve their differences of opinion. Negotiating gives both parents and adolescents a way to state clearly their wishes and expectations. Negotiating with parents is also a way for adolescents to have a greater voice in family decision making.

Just as parents' expectations and behavior vary, so do the issues they consider negotiable. Limits that are negotiable are those that surround expected tasks and behaviors, such as meeting curfew, completing homework, and doing household chores. Nonnegotiable limits are rules that are necessary for physical safety or that reflect strongly held family values, such as riding only with experienced drivers or not smoking. Nonnegotiable limits are most effective when kept to a minimum and when the reasons behind them have been thoroughly considered and discussed. Parents must take into account the family's well-being and the adolescent's appropriate need for increasing autonomy before deciding upon nonnegotiable and negotiable limits. Adolescents will challenge rules, but they respect firmness if the few nonnegotiable areas are carefully chosen and if the reasons behind them are clearly explained.

PLAY CAREFULLY JIMMY.
I DON'T WANT MY BOY TO GET HURT.

It is important for parents not to find themselves in situations where they have won the battle but lost the war. That is, when parents insist on certain limits for the sake of firmness alone, their teenagers may obey, but they may feel too helpless or angry to discuss other, possibly more important, issues with their parents. To the extent that their patience will allow, parents should try to accept behavior that does not interfere with their own needs and is not harmful.

The following exercise may be helpful to parents who are trying to convey to their teenagers the reasoning behind their families' limits. The examples described are often ones that cause conflict between parents and teenagers as they enter adolescence. After parents complete the exercise, teenagers can do the same exercise to compare responses.

1. What are the reasons you want your teenager to be in by 11:30 p.m. on a Saturday night? List in order of importance.

_____ There is nothing safe to do in this town after 11:30.
_____ You need your sleep.
_____ I need my sleep, and I can't sleep until you get home.
_____ I had to be in by 11:30 when I was growing up.
_____ I care about you, and when you are out late, I worry about your safety.

What reasons might your teenager give for staying out late? List in order of importance.

_____ All my friends stay out late.
_____ The party really gets going after 11:30.
_____ The friend I'm going with can stay out later.
_____ I want to make my own decisions.
_____ This party is a special occasion.

2. You are angry about your teenager's messy room. Why do you want it cleaned up? List in order of importance.

_____ Messy rooms are a health and fire hazard.
_____ If you don't clean your room, I have to.
_____ I'm embarrassed when visitors see your messy room.
_____ It's my house; I have a right to expect it to be clean.
_____ Messy rooms mean things are always lost or missing.

What would be your teenager's responses? List in order of importance.

_____ It's *my* room; I can do what I want with it.
_____ It's not messy to me.
_____ It's more comfortable this way.
_____ It's still possible to get my homework done.
_____ It's no different from all my friends' rooms.

3. What are the reasons you don't want your 12-year-old daughter to wear make-up? List in order of importance.

_____ You look cheap.
_____ You need something to look forward to when you're older.
_____ You're too young.
_____ You should learn about make-up one step at a time—first, lipstick. . .
_____ I didn't wear make-up when I was 12.
_____ Make-up is only necessary after dark. Your own healthy complexion is much more attractive.

What would your daughter's responses be? List in order of importance.

_____ My friends all wear make-up.
_____ I want to see how I look with make-up.
_____ I think it's pretty.
_____ It's not such a big deal.
_____ It's my business.

By thinking about their teenagers' responses from the most important to the least important, parents can get a clue to how far apart their attitudes are from their youngsters'. By asking young adolescents to share their reasons, and by being willing to listen to their ideas, parents may avoid making false assumptions about teenagers' points of view. Such discussions help parents and children understand each other; then both groups are more likely to be willing to discuss issues and problems as they arise.

Willingness to open a discussion does not mean that parents must give in. In fact, there may be some situations where parents and teenagers cannot reach a compromise. But when parents are frank about their feelings and the reasons behind their expectations, they are closer to being able to resolve differences. Working on differences together usually improves family morale.

Parents need to be frank about their limits and expectations with their teenagers. Such sharing and the willingness to listen are a necessary foundation for negotiating. Here are some guidelines for negotiating rules and limits with adolescents.[12]

1. Involve adolescents in making decisions about rules and limits by negotiating or making contracts with them. Have rules and limits that you, your adolescent, and the rest of your family can live with.
2. Have as few nonnegotiable rules as possible.
3. Have logical, sound reasons for all rules and limits, and be willing to explain these reasons to your adolescent in a nondefensive manner. Expect to be challenged and questioned.

4. Rules, limits, and consequences should hold adolescents responsible for their own behavior.
5. When rules and limits are broken, do not convey the message that the adolescent is a failure. Use the occasion as an opportunity for learning. Share your own failures. But do not excuse or ignore unacceptable behavior.
6. All rules and limits should be realistic and attainable. Consider the needs, abilities, and concerns of both your adolescent and yourself when establishing rules. Also consider your unique family situation.
7. Rules and limits should be open for discussion and change as your adolescent accepts more responsibility and requests more independence, or as your family situation changes.

Contracts

Like negotiating, making contracts offers another way for parents and adolescents to solve problems together. A contract is a verbal or written statement that defines a mutually accepted agreement. The agreement, or contract, is reached through discussion and mutual give and take. Contracts are often successful because neither party—parent or child—is likely to resist a pact that both have helped to create.

Here are some guidelines for making contracts with teenagers:[13]

1. The contract should be specific. Both the parent and the teenager should know exactly what their responsibilities are.
2. The contract should include a time for reevaluation. If both parties are fulfilling the contract and are satisfied, they may decide to continue it in its original form or to write another contract with more responsibility or privileges for the teenager. If the contract has been broken by either the teenager or the parent, this does not mean that either one is a failure. A new contract is negotiated after discussing why the previous one was broken.
3. The contract should be reasonable and realistic. The tasks and responsibilities expected should be achievable by both the teenager and the parent, given what is known about abilities, personality, strengths, weaknesses, and past experiences.
4. The contract must be negotiated jointly, with both parent and teenager having a stake in it. A true contract cannot be forced on anyone. Parents or teenagers can request a contract. Both parents and teenagers participate in reevaluating it.

Because contracts are more flexible than rigid rules of behavior, they can be negotiated to meet the requirements of the situation and the developing adolescent. Contracts help young adolescents learn to make their own decisions and assume responsibility for their own actions. Perhaps best of all, when parents and children are genuinely interested in helping each other make contracts work, they create a home in which there are fewer fights, less name-calling, and more respect.

Adjusting to Change

Adolescence is a unique but normal time of life with many predictable events. Individuals and families adjust gradually to those events; they can rarely become comfortable with change overnight. But when families know more about the changes and how to respond to them appropriately, they can enjoy more mature and mutually satisfying family relationships.

If excessive conflict occurs during adolescence, family members may not be adapting to the changes of mid-life or adolescence. Shared knowledge about the changes of adolescence and mid-life can help family members understand each other. Contracts, careful listening, negotiation, and increasing ability to let adolescents participate in decision making are ways of improving communication and solving problems.

Resources for Parents

These resources are coded according to the following categories:

* For parents of children of all ages

** Specifically for parents of young adolescents

*** For parents of younger and older adolescents

Developing Effective Parenting Skills

*Adler, Richard. "Parents' Television Guide: Useful Tips About Rewarding Ways to Watch and Discuss Television with Children." *LEARNING: The Magazine for Creative Teaching*. Palo Alto, CA: Education Today Co., Inc., Dec. 1978.

This is a brief guide for parents about watching television with their children. Tips are offered for rating a child's television viewing habits, discussing the real meaning of commercials, exploring the effects of violence, and talking about the differences between fantasy and reality in programs. The final section lists the addresses of the major networks, government regulatory agencies, industry self-regulatory organizations, and groups concerned with improving television for children. To order a copy, contact: Education Today Co., Inc., 530 University Ave., Palo Alto, CA 94301.

***Bayard, Robert T., and Jean Bayard. *How to Deal with Your Acting-Up Teenager: Practical Self-Help for Desperate Parents*. San Jose, CA: Accord Press, 1981.

Sometimes parents are more concerned with controlling the lives of their teenagers than helping their children learn to control their own lives. Parents must evaluate their own family needs and select strategies that will be effective in their particular situation. Guidelines are presented for helping parents change specific behaviors. The authors are psychologists who have had experience working with families in crisis.

*Brooks, Jane B. *The Process of Parenting*. Palo Alto, CA: Mayfield Publishing Co., 1981.

To develop effective parenting skills, adults must first understand why their children behave as they do. Brooks presents five approaches to parenting and shows how they are applied to problems. Three strategies emphasize communicating feelings and establishing relationships with children; two strategies describe ways of changing behavior. The strategies are presented in relationship to developmental stages from childhood through adolescence. The author also addresses such topics as parents and work, single parenting, and stepparenting. Suggestions for additional reading are included at the end of each chapter. There is a separate instructor's manual available for professionals leading parents' classes.

***Brownstone, Jane E., and Carol J. Dye. *Communication Workshop for Parents of Adolescents: Leader's Guide*. Champaign, IL: Research Press, 1973.

Written for professionals leading parent education groups, this manual provides step-by-step instructions on how to organize a workshop on communication skills for parents. Designed for parents of adolescents, the workshop focuses on examples of common difficulties in communication. Parents are taught specific skills that will enable them to share problems and concerns with their adolescents in a positive, constructive manner. A separate review booklet is available that reviews material from the first three sessions of the workshop.

*Callahan, Sidney C. *Parenting: Principles and Politics of Parenthood*. Baltimore: Penguin Books, Inc., 1973.

Callahan, a mother of six and editor of *The Working Mother*, has written an informative, readable book about parenthood. The author discusses how communities and families share responsibility for raising children.

*Carnes, Patrick J. *Family Development I: Understanding Us*. Minneapolis: Interpersonal Communication Programs, Inc., 1981.

Carnes has developed a set of exercises designed to help families discuss problems openly and honestly. He resists prescribing specific answers, but emphasizes that mutual support and open communication can help resolve many different situations. The exercises were created for a course led by a trained instructor, but families and individuals can adapt the material for their own use.

*Comer, James P., and Alvin F. Poussaint. *Black Child Care*. New York: Pocket Books, Inc., 1975.

Raising black children poses unique issues for parents. These authors discuss special parenting concerns such as dealing with racial attitudes, peer pressure, the role of education in the black community, busing, intelligence, and testing. Parents with young adolescents should find the chapters, "The Elementary-School-Age Child: Ages Nine to Twelve" and "Adolescence," of special interest. An extensive list of additional readings is included.

***Durio, Helen F., and Robert Hughes, Jr. *Parent Concerns: A Guide to Readings for Parents of School-Age Children*. Austin, TX: University of Texas, 1981.

This comprehensive, annotated bibliography was compiled to help parents find books on issues that affect the younger as well as the older adolescent. Carefully selected from the vast range of parent education books, the materials are arranged by subject, such as special families, communication, and discipline.

**50 Ways to Help You Be a Better Parent*. Washington, DC: Friends of the Family, 1980.

In an unusual collaboration, several private government agencies launched a three-year campaign to help families improve their parenting skills and deal with family problems. For a free copy of the brochure, *50 Ways To Help You Be a Better Parent*, which lists free publications and other materials, or for more information on the campaign, write to Friends of the Family, Box 40845, Washington, DC 20016. (202) 333-0700.

***Gordon, Sol, and Mina McD. Wollin. *Parenting: A Guide for Young People*. New York: Oxford Book Co., 1975.

These authors have written a good, basic manual for exploring marriage and parenthood with adolescents. Some essential information on reproduction and childbirth is presented, as well as pertinent information about child care and development through the preschool years. A chapter entitled "Children and Sex" includes valuable suggestions for sex education in the home. A resource list is included for further reading.

*Gordon, Thomas. *Parent Effectiveness Training*. New York: Peter Wyden, Inc., 1976.

This book is designed to help parents learn better methods of limit-setting and discipline. Gordon argues that adolescents do not rebel against parents but against the disciplinary techniques that parents employ. P.E.T. is a course in parent education that focuses on listening, communicating needs and feelings, and problem solving. Specific examples from daily life are used for illustration, and exercises for practicing new skills are included. A resource list suggests additional reading.

***Gould, Shirley, *Teenagers: The Continuing Challenge*. New York: Hawthorn Books, Inc., 1977.

In order to mature, adolescents must begin to achieve some independence from their parents. Gould wrote this book after completing several parent education courses taught by Rudolf Dreikurs and successfully applying his techniques to situations within her own family. Recognizing that all healthy families struggle with raising adolescents, this book is designed to help parents develop better relationships with their teenagers. The author also addresses some of the special problems stepparents and divorced parents face.

*Hersey, Paul, and Kenneth H. Blanchard. *The Family Game: A Situational Approach to Effective Parenting*. Reading, MA: Addison-Wesley Publishing Co., 1978.

The authors apply theories from the behavioral sciences to help parents select the most appropriate leadership style for their families. They offer specific examples of how different leadership styles can change the behavior of family members. Although parents can use this material on their own, discussing parental leadership styles in a group session may lead to a better understanding of the material.

***Manual Pep II: Parent Education for Parents of Jewish Adolescents*. New York: Parent Education Committee of the United Synagogue Commission of Jewish Education, 1976.

The committee that produced this manual promotes parental involvement in the religious education of Jewish adolescents. Because the committee feels that the family plays the most important role in the religious education of children, they developed four parent involvement programs. Pep II, the fourth program, is designed to help parents understand some of the special challenges of raising adolescents. The manual gives directions to trained group leaders for establishing a Pep II program. Additional references are listed to help parents discuss each topic.

***Mayle, Peter. *"What's Happening to Me?"* Secaucus, NJ: Lyle Stuart, Inc., 1975.

Although this illustrated book about puberty is written for teenagers, it may be helpful to many parents as well. The authors discuss puberty with honesty, sympathy, and a sense of humor.

*Riley, Donald P., Kathryn Apgar, and John Eaton. *Parent-Child Communication: Workshop Models for Family Life Education*. New York: Family Service Association of America, 1977.

This manual was designed by the Family Service Association of Greater Boston as a guide for professionals directing parent-child communication workshops. The authors describe one workshop that has been divided into six sessions. This manual includes specific instructions for each session and a list of materials for the leader. The bibliography is especially useful for professionals who want more information about working with groups.

*Streit, Fred. *Parents and Problems*. Highland Park, NJ: Essence Publications, 1979.

Streit has developed materials for family trainers that are used in workshops sponsored by Fred Streit Associates. Seven pamphlets, which may be ordered separately, include discussions of adolescent development, the role of peer groups, and young people's perceptions of their parents. The complete training package also includes a format for setting up training programs, group exercises, and evaluation tools. Workshops designed to help parents and professionals work more effectively with teenagers are offered on request and at prescheduled times. Further information may be obtained by writing to the following address: Essence Publications, 168 Woodbridge Ave., Highland Park, NJ 08904.

IT'S ALWAYS
GREAT
TO BE HOME,
MOM AND
DAD.

••*3 to 6 P.M.: Young Adolescents at Home and in the Community*. Chapel Hill, NC: The Center for Early Adolescence, University of North Carolina, 1982.

This monograph reviews the developmental needs of young adolescents and how they can best be served in the out-of-school hours. As communities try to find ways to reduce taxes, traditional after-school and summer activities for 10- to 15-year-olds are being cut. The monograph discusses the impact of these social and governmental changes on young adolescents, who need adult supervision and activities in the out-of-school hours. The final chapter offers examples of community programs for young adolescents.

••Tweddell, Millie. *Parents and Adolescents: The Voyage and Journey of Life*. New York: Church Education Services, United Presbyterian Church, U.S.A., 1981.

The developmental stages of 11- to 14-year-olds and their parents are described in this resource for parents and youth leaders. The author cites the importance of developing communication skills to improve family relationships. To order a copy, write: The United Presbyterian Church, U.S.A., 475 Riverside Dr., New York, NY 10115.

Adolescent Development

•••Fine, Louis L. *"After All We've Done For Them": Understanding Adolescent Behavior*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977.

Parents often find the teenager's quest for independence painful and confusing. Young people may become challenging and moody, excluding parents from previously shared experiences. Feeling cast aside, many parents resent young people's struggles for autonomy. Fine, a specialist in child and adolescent medicine, writes from the conviction that parents who understand some of the characteristics of adolescent development will be able to respond more appropriately to the special needs of their teenage children. He includes separate chapters on sexuality, drug use, and depression.

•••Hill, Margaret. *Parents and Teenagers*. New York: Public Affairs Committee, Inc., 1973.

Parents who want an introduction to adolescent behavior will find this brief pamphlet helpful. It explains the adolescent's need to develop a unique identity while still relying on parents for emotional support and understanding. Hill emphasizes that parents may find, through straight-forward communication, that their teenagers are willing to discuss feelings and attitudes, and may in fact not be as distant as their parents think. A list of suggested reading is included.

**Kagan, Jerome, and Robert Coles, eds. *12-16: Early Adolescence*. New York: W.W. Norton & Co., Inc., 1972.

Thirteen social scientists and an adolescent contributed to this volume of insightful essays about the world of the young adolescent. The first essay, a discussion of physical development in early adolescence, is followed by contributions on schooling, family, social development, sexuality, self-concept, and the history of adolescence. This book, a "must" for anyone interested in early adolescence, has become a classic in its first decade.

***Konopka, Gisela. *Young Girls: A Portrait of Adolescence*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976.

Using information gathered by trained interviewers, Konopka provides an intimate view of the hopes, dreams, and desires of 1,000 girls, ages 12-18, from various sections of the U.S. and Puerto Rico. This lucid, thorough book is a record of the girls' attitudes toward such subjects as marriage, education, sexuality, drugs, and politics. It is an invaluable source of information about young girls.

**Lipsitz, Joan. "Adolescent Development: Myths and Realities." *Children Today*, 8, No. 5 (1979), 2-7. (Available from the Center for Early Adolescence.)

This article discusses society's stereotype of pathological adolescence and tells why this false portrayal is dangerous to young people. Lipsitz describes the developmental tasks faced by young adolescents, with a view toward increasing knowledge about this special age group.

***Rogers, Dorothy. *Issues in Adolescent Psychology*. New York: Meredith Corporation, 1972.

Written by authorities from different fields, this anthology was designed as a supplementary text for Rogers' earlier work, *The Psychology of Adolescence* (second edition). However, the reader can easily find specific areas of interest about adolescence in this volume. There are readings and reference lists at the end of each section. A glossary has also been included for easy access to unfamiliar terms. Some of the areas discussed include general adolescent development, peer relations, and cultural differences that influence adolescent development. The reference list on television and adolescence is quite interesting, though dated.

***Schowalter, John E., and Walter R. Anyan. *The Family Handbook of Adolescence*. New York: Alfred A. Knopf, Inc., 1979.

Written by a child psychiatrist and a pediatrician who direct the adolescent program of the Yale-New Haven Hospital, this book discusses the psychological development, sexual behavior, and physical problems of adolescents.

***Smith, Barbara. "Adolescent and Parent: Interaction Between Developmental Stages." *Center Quarterly Focus*. St. Paul: University of Minnesota, Center for Youth Development and Research, Fall 1976.

The family can be better understood when *both* middle age and adolescence are considered to be important stages in human growth. The author compares the tasks of each developmental period, identifying factors that lead to conflict or understanding. According to Smith, adults may need help understanding middle age and communicating their needs to young adolescents.

**Thornburg, Hershel D. *The Bubblegum Years: Sticking with Kids from 9-13*. Tucson, AZ: H.E.L.P. Books, Inc., 1979.

This paperback is designed to help parents improve their understanding of 9- to 13-year-olds. It is direct, practical, easy to read, and grounded in knowledge about adolescent growth and development. Topics explored include social roles and friendships, sex, drugs, what makes a good school, and desirable parental behavior.

Sex Education for Adolescents

***Bell, Ruth, et al. *Changing Bodies, Changing Lives: A Book for Teens on Sex and Relationships*. New York: Random House, Inc., 1981.

This work presents information on sex and physical development in a direct, open manner. Illustrations and photographs portray the physical changes that occur during adolescence. The material is written by professionals who work with teenagers and by several young adolescents. Those familiar with *Our Bodies, Ourselves* will recognize some of the authors. This book is an excellent guide for adolescents who want either to understand their own sexuality or to make decisions about sexual relationships. It is a useful resource for parents of teenagers, as well.

*Calderone, Mary S., and Eric W. Johnson. *The Family Book About Sexuality*. New York: Harper and Row, Publishers, 1981.

Two outstanding experts on sexuality and sex education have successfully collaborated, making this comprehensive work one of the finest in the field. The book should be as appealing to young teenagers as to adults. Each family member should be able to locate general information or to find answers to specific questions about such topics as reproduction, sex and the elderly, or sexual problems. The book also includes the "Concise A-to-Z Encyclopedia," which provides quick definitions of particular terms, and a listing of additional readings about human sexuality, divided by age and specific subject area. A final section, "Sources of Help," is an invaluable resource for parents, youth advisors, and other professionals.

THANK GOODNESS MY ELLEN ISN'T INVOLVED IN ALL THIS SEX BUSINESS.

***Gordon, Sol, Peter Scales, and Kathleen Everly. *The Sexual Adolescent: Communicating with Teenagers about Sex*. North Scituate, MA: Duxbury Press, 1979.

This is a study of the attitudes and facts surrounding sex, sexuality, adolescent pregnancy, abortion, sexual responsibility, religion and sex, and sex education. The authors, all experts in sex education, present a clear, thoroughly researched work that parents, teachers, and youth workers should find helpful. An extensive list of family life education materials and resources is included.

***Johnson, Eric W. *Love and Sex in Plain Language*, 3rd rev. ed. New York: Harper and Row, Publishers, 1977.

This short, well-written and well-illustrated book discusses human sexuality in a sensitive, factual manner. Written for adolescents, the information is straightforward, using both the anatomical and slang terms for parts of the body. Johnson's chapter on values offers the adolescent a view of some of the personal decisions involved in sexual relationships. Parents and youth workers will find this work informative and helpful in guiding adolescents' discussion about human sexuality.

***McCoy, Kathy, and Charles Wibblesman. *The Teenage Body Book*. New York: Pocket Books, Inc., 1979.

Although this book is primarily for adolescents, there is much here for parents and others who work with young people. Besides being full of information about almost all aspects of adolescent development—health, nutrition, sexuality, medical needs and problems, and changing feelings—the book also describes many of the anxieties adolescents feel about their changing bodies.

***Scanzoni, Letha. *Sex is a Parent Affair*. Rev. and enl. ed. New York: Bantam Books, Inc., 1982.

Many parents are concerned about teenagers' changing attitudes toward sex. Scanzoni has written a sex education guide for parents who wish to convey Christian values and attitudes about sex. Scanzoni begins with a discussion of the relationship between religion and sexuality. Subsequent chapters provide basic biological information for parents who want to explain sexual intercourse and reproduction to their children. Questions that children frequently ask are given some attention. A resource list, organized according to age level, is both helpful and broad in scope.

**Sommer, Barbara Baker. *Puberty and Adolescence*. New York: Oxford University Press, 1978.

An overview of puberty, this book presents recent biological, psychological, and anthropological information. The author discusses some of the special characteristics of early adolescence.

Alcohol and Drug Education

***Alibrandi, Tom. *Young Alcoholics*. Minneapolis, MN: CompCare Publications, 1978.

Alcoholism among teenagers has been rising over the past few years. Often parents and youth workers are unaware of the symptoms of alcoholism and unsure about the treatment for young abusers. Alibrandi's book is a no-nonsense look at teenage alcoholism. He explains how parents can identify the symptoms, where to look for the best treatment, and why alcohol education and prevention are important. This material is useful for parents and those working with families.

***Moses, Donald A., and Robert E. Burger. *Are You Driving Your Children To Drink? Coping With Teenage Alcohol and Drug Abuse*. New York: Van Nostrand Reinhold Co., 1975.

Although this book has valuable information on the use and abuse of alcohol and drugs, its purpose is to explore the possible causes of substance abuse. The chapters describing the signs of alcohol and drug abuse and the options available for abusers are especially helpful.

*Tessler, Dianne Jane. *Drugs, Kids, and Schools: Practical Strategies For Educators and Other Concerned Adults*. Santa Monica, CA: Goodyear Publishing Co., Inc., 1980.

Educators and parents concerned about drug use in their communities will appreciate Tessler's direct approach. She presents a broad range of information about drugs and proposes ideas for drug education programs. This material is designed to educate parents about substance abuse and to describe ways community agencies can cooperatively provide drug abuse prevention programs. The author includes a resource list of drug information agencies.

Do It Now Foundation

Also of interest are any publications produced by the DO IT NOW Foundation, a nonjudgmental organization that provides factual information on drug and chemical abuse. For a list of pamphlets, write: DO IT NOW Foundation, Institute for Chemical Survival, P.O. Box 5115, Phoenix, AZ 85010.

Changing Families

*Felker, Evelyn. *Raising Other People's Kids*. Grand Rapids, MI: William B. Eerdmans Publishing Co., 1981.

To help adults raising children who are not their own, the author discusses such topics as good weekend parenting, effective limit-setting, rivalry among children, and special emotional problems. She emphasizes that the disciplinary methods parents use must be appropriate to children's ages.

***Robson, Bonnie. *My Parents Are Divorced, Too*. New York: Everest House Publishers, 1980.

Adolescents often have strong reactions when their parents separate and divorce. Robson has interviewed 28 adolescents, ages 11 to 18, who share their insights. She speaks directly and frankly to parents and adolescents, offering specific suggestions for coping with the anger, frustration, and sadness associated with divorce.

**Rofes, Eric, ed. *The Kid's Book of Divorce: By, For and About Kids*. Brattleboro, VT: Greene, Stephen, Press, 1981.

Divorce affects adolescents in varied ways. Twenty young people, ages 11 to 14, who attend the Fayerweather Street School in Cambridge, Massachusetts, worked with their teachers to write a book that explains how divorce affected their lives. The authors discuss diverse life styles and legal issues involved with divorce. Parents trying to understand how young adolescents feel about divorce will find this book helpful. The students compiled an annotated bibliography of books rated according to their helpfulness.

Notes

1. The Center for Early Adolescence would like to thank Murray Abramson, Durham, N.C., for giving us permission to use this quotation.
2. Daniel Offer et al., *The Adolescent: A Psychological Self-Portrait* (New York: Basic Books, 1981), p. 66.
3. Gisela Konopka, *Young Girls: A Portrait of Adolescence* (Englewood Cliffs, N.J.: Prentice-Hall, 1976), p. 64.
4. David Elkind, "Egocentricism in Adolescence," *Child Development*, 38 (1967), 1030.
5. Elkind, 1031.
6. Daniel Offer and Judith Baskin Offer, *From Teenager to Young Manhood: A Psychological Study* (New York: Basic Books, 1975), p. 40.
7. "Parenting Young Adolescents," a workshop guide (Chapel Hill, N.C.: Center for Early Adolescence, forthcoming 1983), p. 13.
8. Gisela Konopka, "Requirements for Healthy Development of Adolescent Youth," *Adolescence*, 8 (1973), 9.
9. Konopka, "Requirements for Healthy Development," 12-14.
10. Laurence Steinberg, *Understanding Families with Young Adolescents* (Chapel Hill, N.C.: Center for Early Adolescence, 1980), p. 6.
11. Diana Baumrind, "Authoritarian vs. Authoritative Parental Control," *Adolescence*, 3 (1968), 261.
12. "Parenting Young Adolescents," p. 26
13. "Parenting Young Adolescents," p. 25.